



MRS/MTSA Collaborative Project Description 2016-2017

Goal

Establish and strengthen collaborative relationships between MRS and MTSA that increase competitive integrated employment outcomes for Transition Students with Disabilities prior to application to MRS and/or after eligibility through joint training and local projects.

Objectives

1. To work collaboratively to utilize MRS case service funds to increase Vocational Rehabilitation Services to Transition Students with Disabilities in secondary settings prior to application to MRS and/or after eligibility who are preparing for and seeking competitive integrated employment.

Measurement:

- ✓ Number of students served using project funds
 - ✓ Number of Vocational Rehabilitation Services provided
 - ✓ Specific Vocational Rehabilitation Services provided
 - ✓ Number of students employed in competitive integrated employment
2. To increase opportunities for purposeful collaborative training between ISD Transition Coordinators, or their local Transition designees and MRS Pre-ETS counselors, transition counselors and managers to improve competitive integrated employment outcomes for students.

Funding

MTSA will be donating \$40,000 to MRS which allows MRS to draw down \$108,148 in federal matching funds resulting in a total budget of \$148,148. Five projects will be funded, one in each MTSA region. Each project will have a budget of **\$29,630**.

Given that one of the goals of the project is that it continues beyond one year, any unspent funds will be carried forward into the next fiscal year and will remain with the assigned MRS/MTSA Collaborative Project.

Projects that are selected will be allocated \$29,630 in a line item budget for the local MRS counselor to access to provide Vocational Rehabilitation Services consistent with the project.

Duration

Projects can be written to be completed in 1 or 2 years, beginning January 1, 2017 and ending either September 30, 2017 or September 30, 2018. If teams have any question regarding being able to spend out funds in one year, it is highly recommended to consider a two year project.

Objective Detail

Objective #1

The MRS/MTSA Collaborative Project is made possible by a contribution from MTSA to MRS. This contribution allows MRS to capture federal matching funds (MRS case service dollars). These funds will be set aside for projects that will be submitted by a Collaborative Transition Team consisting of an ISD Transition Coordinator, or their local Transition designee, the MRS Pre-ETS and/or Transition Counselor serving Transition Students with Disabilities enrolled in the same school district(s) and the MRS Manager that supervises the counselor(s).

As the contributor of the funds, MTSA has earmarked allowable conditions for how the funds will be used. Funds will be used for Vocational Rehabilitation Services for Transition Students with Disabilities enrolled in school.

Objective #2

At the MTSA Spring Transition Conference or Preconference, the Collaborative Transition Teams that have been awarded funds will present project concepts and outcomes.

Principles

- **Student-Centered**

The primary purpose of the collaboration is to benefit students with disabilities who are preparing for and/or seeking competitive integrated employment.

- **Collaboration**

Collaborative Transition Teams submitting project proposals will agree to:

- ✓ Work together on each step of the project including design, implementation and outcome reporting.
- ✓ Share data and evaluate progress.
- ✓ Evaluate the effectiveness of the project in regards to improving employment outcomes for Transition Students with Disabilities.
- ✓ Adhere to project metrics criteria (outcome evaluation criteria).
- ✓ Present project concept and outcomes at the 2016 Annual MTSA Conference.

- **Creativity and Innovation**

The project values new and different concepts, approaches or methods. Projects that bring new practices and opportunities to local communities or significantly enhance existing programs will be ranked higher.

- **Transparency**

- ✓ Project teams will provide aggregate data consistent with the project metrics criteria (outcome evaluation criteria) at the MTSA Strategic Planning and at the end of the project.

- **Project Focus**

Collaborative Transition Teams agree to create opportunities that may occur; during school hours, after school hours or during the summer that are consistent with the project metric outcome criteria

- **Data Driven**

The usage of data (especially local) will be ranked higher. State and national data is also valued.

Project Metrics (Outcome Criteria)

✓	Number of students being served using project funds.
✓	Number of Vocational Rehabilitation Services provided. (May be multiple learning opportunities per student.)
✓	Specific Vocational Rehabilitation Services funded through the project funds. (MRS Service Guide)
✓	Number of students employed in competitive integrated employment as a result of the project.

Proposal Criteria

Proposals must meet all criteria as established by the MTSA/MRS Collaborative Project Group.

Review Process

Once submitted, projects will go through the following selection process:

1. Impartial Review – Technically correct projects will be reviewed by an Independent Panel and are ranked using the established Project Metrics. This panel is selected by MTSA board and committee and includes education and MRS representation.
2. Technical Review – Projects will be reviewed by MRS Central Office staff for technical accuracy. During this time local teams are given feedback about areas that are not technically correct and have the opportunity to correct any inaccuracies.
3. MRS/MTSA Review – The MRS Deputy Division Director Tina Fullerton and the MTSA President (and other representatives brought in at their discretion) have an opportunity to review the projects.

4. MRS/MTSA Approval – The MRS Deputy Division Director and the MTSA President approve the projects to be awarded funds.

Technical Assistance

Technical assistance liaisons from MRS are Bill Colombo and colombob@michigan.gov and Cynthia Wright wrightc1@michigan.gov.

Dispute Resolution

In the event of a dispute between funding recipients concerning the interpretation or implementation of this project, the program representatives agree to attempt in good faith to informally resolve the disagreement.

If resolution is not achieved the program representatives shall provide the other party with a written summary of the complaint. The program representatives should include the following information in the letter of the complaint: name and address of the program representative to contact regarding the complaint, identification of the disputed issue and all documentation in support of the position. The program representatives shall meet within 15 business days from the receipt of the complaint.

If the informal dispute resolution process is unsuccessful, the appropriate MRS District Manager, Division Director and the education program representative shall meet within 15 business days of the first meeting (or such additional time as the Parties agree in writing) to review the efforts at resolution and to continue working at resolving the dispute(s). The group shall use their best efforts to identify in writing all disputed issues, the proposed resolution and any agreed upon resolutions relative to the issues identified (Written Summary).

Definitions and Acronyms

Aggregate Data - Conclusions that summarize the analysis of data from many students, without reporting results from any one student.

Annual MTSA Conference - March 16 - 18, 2016, Bavarian Inn, Frankenmuth, Michigan.

AWARE - Accessible Web-based Activity and Reporting Environment used by MRS as a case management tool.

Collaborative Transition Team – A local level team consisting of the ISD Transition Coordinator or local Transition staff as designated by the ISD Transition Coordinator, and the MRS Transition Counselor and/or Manager providing services to the same district.

Competitive Employment – Work that is performed on a full-time or part-time basis (including self-employment) and for which an individual is compensated at a rate that is not less than minimum wage and is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-

employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and is eligible for the level of benefits provided to other employees; and is at a location typically found in the community; and where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individual with disabilities and who are in comparable positions interact with these persons; and presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

Independent Panel – A team of four reviewers, two representing education and two representing vocational rehabilitation.

Transition Students with Disabilities - Youth with disabilities age 14-26 enrolled in secondary education prior to application to MRS or who have applied and been determined eligible for MRS.

MRS Executive Team – Consists of Suzanne Howell, MRS Director; Margie Hadsell, Division Director; Jim Bunton, Division Director; Paul Mulka, Division Director; and Tina Fullerton, Deputy Division Director.

MRS - Michigan Rehabilitation Services

MRS Adapted Service Guide – Table of services adapted from the MRS AWARE system indicating typical services billable under the project.

MRS Central Office Staff – Individuals working at the state level that have expertise regarding the appropriate use of vocational rehabilitation funds.

MTSA - Michigan Transition Services Association www.michigantsa.com

MTSA Executive Board – Elected officers and region representatives of MTSA.

Project Metrics (Outcome Evaluation Criteria) – Outcomes used to measure project success.

Targeted Transition Services – MRS services that can be purchased using the MRS/MTSA funds. (See adapted MRS Service Guide below)

Technical Assistance – A liaison person housed within MRS that provides information and assistance problem solving if necessary.

MRS Service Guide

(Adapted for MRS/MTSA Collaborative Project)

Service Category/	Examples	Descriptions
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Subcategories		
Assessment, Diagnostic and Evaluation Services <ul style="list-style-type: none"> • Intake Assessment/Orientation • Vocational Testing 	<ul style="list-style-type: none"> • Vocational evaluation 	Services provided and activities performed to determine a student's interests, aptitudes and abilities for PETS or employment
Assistive Technology Devices Or Assistive Technology Evaluation/Services	<ul style="list-style-type: none"> • I-Pod • Read-out-loud software 	Disability specific Assistive Technology for PETS or employment
Benefits Counseling	<ul style="list-style-type: none"> • Qualified benefits counselor meets with student/family 	Services for students (and families) to understand the impact of employment on benefits
Disability related augmentative skills training	<ul style="list-style-type: none"> • Assistive technology training 	Disability related augmentative skills training
Employment/Placement Goods <ul style="list-style-type: none"> • Occupational Licenses/Certification Fees • Tools/Equipment 	<ul style="list-style-type: none"> • Occupational licenses • Tools & equipment 	See examples
Employment/Placement Services <ul style="list-style-type: none"> • Job Development/Placement Assistance 	<ul style="list-style-type: none"> • Job placement specialist works with student • Job search activities • Labor market survey • Job club 	Job placement assistance is a referral to a specific job resulting in an interview, whether or not the student obtained the job
Maintenance in Support of Any Service <ul style="list-style-type: none"> • Maintenance in Support of Any Non-Medical Service • Work/Interview clothing/uniforms 	<ul style="list-style-type: none"> • Work clothes 	Services provided for additional costs, over and above normal living expenses, which individuals incur because of their participation in assessment or an IPE
Training (for job readiness) <ul style="list-style-type: none"> • Job Readiness Training • Work or Personal Adjustment 	<ul style="list-style-type: none"> • Soft skills development • Work-based learning • Job readiness 	Training to prepare a student for the world of work (e.g., appropriate work behaviors, getting to work on time, appropriate dress and grooming, increasing productivity)
Training (for occupational, vocational or job skill training) <ul style="list-style-type: none"> • Apprenticeship • Books (Educational/Training) • Business or Vocational (non-degree program) • Cognitive Remedial or Literacy • Communication Skills Training • Elementary, High School or GED Training • Four-Year College or University • Job Club or Job Seeking Skills 	<ul style="list-style-type: none"> • Short-term specific training • Dual enrollment • GED training • Job coaching • Job follow-along • Work/personal adjustment • On-the job training • Job readiness training 	Occupational, vocational, or job skill training required for PETS or employment

<ul style="list-style-type: none"> • Job Coaching • Job Readiness Training • Occupational Training in a Community Rehabilitation Program or Workshop Training • On-the-Job • Seminars/Workshops • Training Supplies, Resource Materials, etc. • Tutoring • Two-Year College 		
Transportation of Applicants, Individuals <ul style="list-style-type: none"> • Private Transportation • Public Transportation 	<ul style="list-style-type: none"> • Bus pass • Gas money to work 	Transportation including training in the use of public transportation vehicles and systems
Vocational rehabilitation counseling and guidance	(Self-explanatory)	Counseling and guidance services provided by the MRS counselor for the student to participate in PETS employment.
Pre-ETS job exploration counseling	<ul style="list-style-type: none"> • Labor market Information is shared and discussed • Interest inventory results are shared and discussed 	(Self-explanatory)
Pre-ETS work-based learning	<ul style="list-style-type: none"> • Job shadows • Short-term paid or unpaid community work experiences 	In-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible
Pre-ETS counseling on postsecondary options	<ul style="list-style-type: none"> • Exploring coursework requirements • Postsecondary tours 	Exploring opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
Pre-ETS workplace readiness training	<ul style="list-style-type: none"> • Employability class • Employability coaching 	Training to prepare a student for the world of work (e.g., appropriate work behaviors, getting to work on time, appropriate dress and grooming, increasing productivity).
Pre-ETS instruction in self-advocacy	<ul style="list-style-type: none"> • Self-determination curriculum is taught • Peer mentoring 	May include instruction in person centered planning and/or peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment)